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FAE Chapter 4 Reflection

Before reading chapter 4 of FAE, I never really considered philosophy in the schools, but it is evident that it is an ever present subject within the nation’s schooling system. While I do believe that philosophy is both interesting and informative, I am not sure that I agree with what the book is saying about philosophy in a school. It would be nice to program philosophy into every teacher so they are always handling things the right way, but unfortunately, that is not the case with many teachers. I found that the book gives many examples of philosophic thinking that help teachers handle issues in the classroom, and, while the flow-chart-like figures do depict desirable scenarios in the classroom, I do not fully believe that every teacher goes through the same thought process when handling different issues in a classroom. It would be nice to have every teacher do the exact steps the book describes to take in certain situations, but the reality is that just won’t happen, which is why in respect to problem solving with philosophy, I do not fully agree with the text. Another interesting portion of the chapter I found was the argument of idealism, realism, and pragmatism. I think that schools today will typically fall more towards the idealism and realism side of the spectrum. Most schools follow rigorous curriculum to teach all of their students, which doesn’t allow for much creativity and individual thought. Though it may have worked years and years ago, the way schools teach now, in an idealism or realism way, is a stifling process. The world is in a place today that is ever changing, and because of this, I believe that schools should be following more of a pragmatism road with respects to teaching.